Mapleshade School
2014-2015 SMART Goals

Presented by
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Mission & Vision

"Professional Staff recognize and respond to the intellectual capacity and learning style of each individual student. Individuals grow intellectually at different rates and in different ways. A complete education exposes all students to a wide range of learning opportunities.

Learning is viewed as the primary focus for each student's experience. Students are provided opportunities to continually develop their intellectual, physical, emotional and social potential. It recognizes that student's self-esteem is of paramount importance in this process. Opportunities for development are nurtured in all learning situations. In order to maximize the attainment of these goals, student-centered experiences are provided." (Mapleshade Handbook, Philosophy and Vision page 4;paragraphs 3 and 4)

Our Work Together 2014 -2015

Schools that have shared values and beliefs connected to a common vision are successful.

CARE
COMMUNICATION
HIGH EXPECTATIONS
TECHNOLOGY
RESPECT
CRITICAL THINKING

Needs Assessment

	CPI ELA	CPI MATH	CPI STE	SGP ELA	SGP MATH	HIGH NEEDS MATH	HIGH NEEDS STE	ELA LONG COMP
MAPLE SHADE	85.7	81.5	79.9	49th (+5)	46th (-2)	75.5 (+5)	71.1 (+6.7)	
3RD GRADE	81.1	79.9						
4TH GRADE	85.5 (+4.2)	81.6 (+2.5)		44 (+6)	42 (+2)			13.8 (+0.5)
5TH GRADE	91 (+1.1)	84.2 (+3.3)	79.9 (-1.4)	62 (+12)	55 (-1)			

*Our **High Needs** population increased by 25 students (8%) From FY13 to FY14. And we increased our Math and STE scores for this student population. This is a huge success seeing we put so much work into teaching all our students and improving our RTI process.

Work that we still need to accomplish:

1. Continue refining and improving our RTI process.
2. Deeper focus, professional collaboration, and strategic planning for math instruction relative to fractions, algebraic thinking and mathematical shifts in the 2011 MA Frameworks.
3. Planning instruction and Measuring our progress with our common assessment expectations.

School CPI Targets

CPI Targets All Students			
Subject	**2014 CPI**	**2015 Target**	**2017 Goal**
ELA	85.7	91.4	93.5
Math	81.5	87.8	90.8
Science	79.9	85.7	89.2
CPI Targets High Needs			
ELA	79	84.3	88.2
Math	75	82.5	86.9
Science	71.1	85.7	89.2

Summary of Needs Assessment

A Collective Focus on Mathematics Instruction and Student Learning Outcomes Relative to the Progression of an Important Concept From One Grade to The Next. (SMART #2)

GRADE 3

Standard: CCSS.Math.Content.3.NF.A.3 - Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

GRADE 4

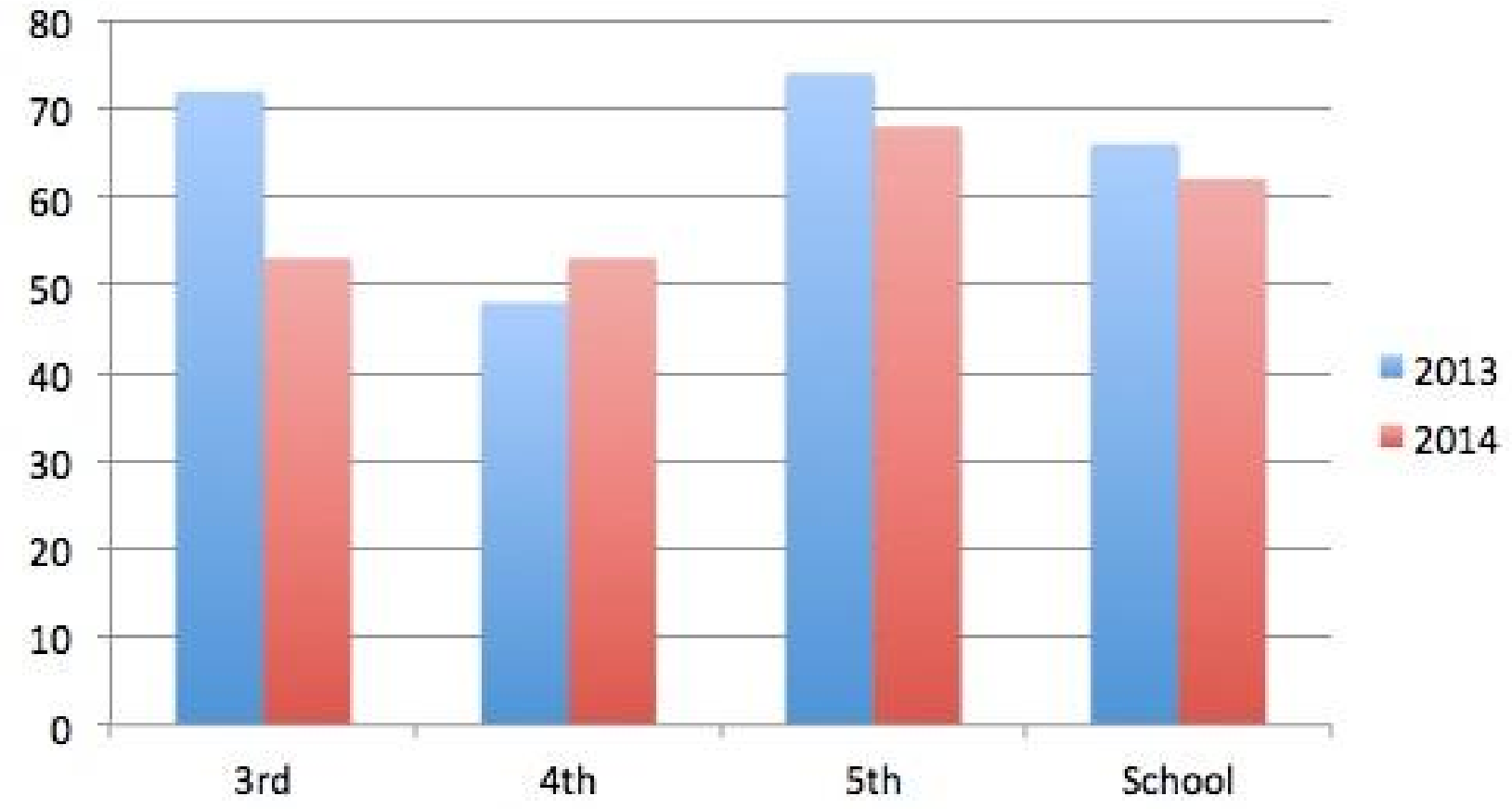
CCSS.Math.Content.4.NF.B.3 - Understand a fraction a/b with a > 1 as a sum of fractions 1/b.

CCSS.Math.Content.4.NF.A.2 - Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

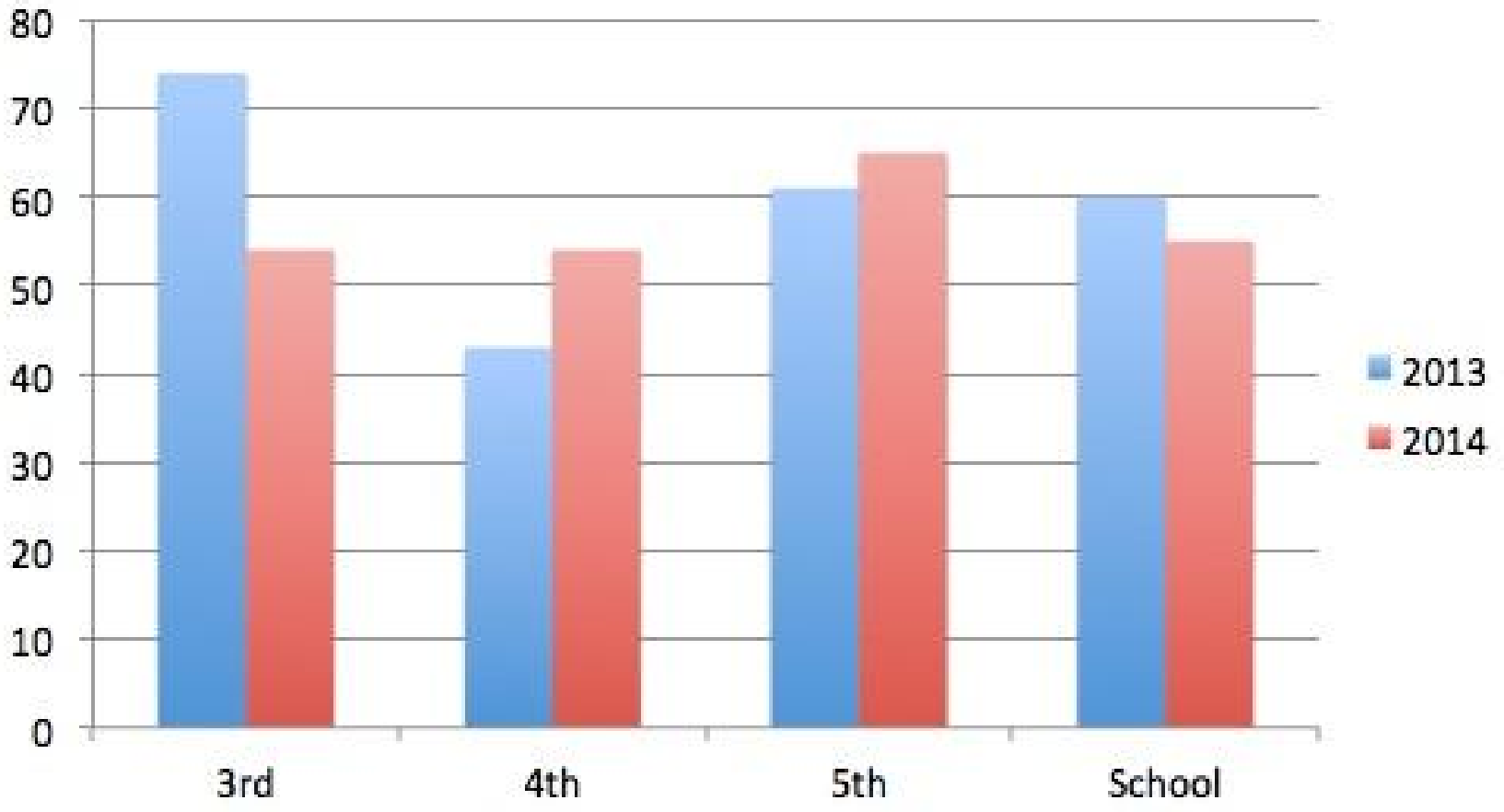
GRADE 5

CCSS.Math.Content.5.NF.A.1 - Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.

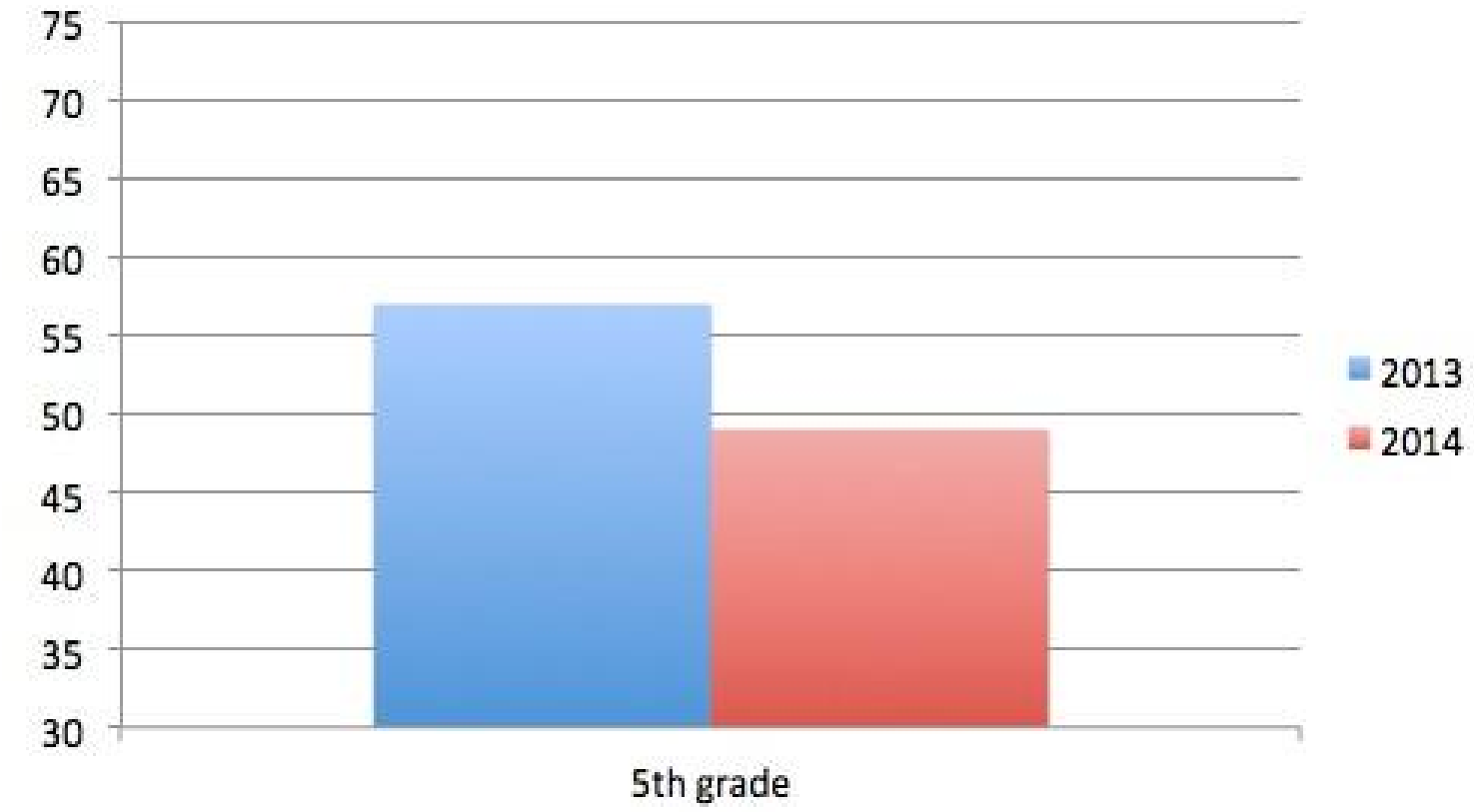
2013/14 Percent Proficient/Advanced ELA by Grade Level



2013/14 Percent Proficient/Advanced Math by Grade Level



2013/14 Percent Proficient/Advanced Science Grade 5/School



School SMART Goal #1

All students will improve their comprehension and understanding of grade level text by participating in a balanced literacy program of whole and small group instruction (specifically guided reading) that focuses on all components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

Goal 1 Key Action Steps

1. All Special Education and Reading/ELA teachers will refine their Writers' Workshop practices

- Fifth grade teachers, specifically, will incorporate an integrated unit-based model in their everyday instruction and meet weekly to modify their approach and progress utilizing the literacy coach as their resource for ensuring learning is authentic, connected across content areas and personalized.

2. Teachers will implement a schedule for the BAS, STAR and Common Assessments; utilizing data review cycles to plan instruction.

· Data review cycles will take place twice per year: October and January to analyze data, create intervention plans and utilize RTI schedules for ALL students that need support with evidence-based instruction. Student interventions will be progressed monitored utilizing valid and reliable data on the 5-components of literacy and data meetings will be held every 6-8 weeks for students whose intervention needs to be adjusted based upon the data.

3. Teachers will develop common writing and writing in response to reading rubrics with student exemplars at each grade level.

· Rubrics will be aligned to the writing expectations outlined in the 2011 ELA Frameworks

· Models and exemplars of student work samples and mentor texts will be utilized

· Instructional components will be planned to ensure that students understand the rubrics

· Common Assessments will be implemented at each grade level - Focusing on shifts in the 2011 MA Frameworks and MCAS Analysis.

5. The school will make a commitment to Response to Intervention as an integral component of regular education, pre-referral, and evidence based practices

Data teams will meet twice per year, Intervention reports will be filled out, Tier 2: In-class and Tier 3: Pullout with a specialist, SPED teacher or counselor, Enrichment will be provided by our GT program. Intervention schedules will be developed among the teacher teams during common planning time.

School SMART Goal #2

All students in grades 3-5 will be provided standards-based math instruction using Math Investigations and additional materials. Students will show they have successfully mastered the standards based on successful completion of district-wide common assessments.

Goal 2 Key Action Steps

1. Teachers will identify, in the 2011 State Frameworks, the standards that need to be instructed at each grade level, 3-5 according to shifts related to expectations in student outcomes and MCAS data analysis.

2. Teachers will follow the district units of instruction that have been written and shared with each teacher. These units reflect the 2011 State Standards that are a priority for mastery at each grade level, 3-5.

3. Teachers will utilize guided instruction practices in the mathematics classroom to directly instruct small groups of students at their mathematical level of instruction based upon pre-test information before each unit of instruction is taught.

4. Our commitment to three 30-minute Intervention periods per week will specifically focus on intervention and enrichment for mathematics across grade levels. Interventions will be progress monitored utilizing valid and reliable math assessments that focus on computation, number sense, concepts and applications.

5. Beginning at our first district-wide PD day in November and continuing throughout the year, our teachers will analyze and plan for the progression of fractions instruction at and across each grade level. MCAS data and the MA 2011 Frameworks will be broken down and specific revisions to our math units, instruction and intervention will be planned to ensure that our students are prepared for the next grade and beyond relative to in-depth instruction in Mathematics - focusing on fractions.

6. Math learning goals will be set and measured according to the district Common Assessments given three times per year.

School SMART Goal #3

All ELPS staff will foster a safe, nurturing, and respectful learning and working environment resulting in an increase of stakeholder (staff, parents, students) satisfaction.

Culture and Climate Success for our Students!

My classmates respect differences in other students: boy or girl, what they believe, where they are from, and the way they look.

	2013	2014
AGREE	51%	66%
DISAGREE	29%	8%
DON”T KNOW	30%	26%

Goal 3 Key Action Steps

1. **Every child will be given the opportunity to individually share, with pride, their uniqueness, diversity, and/or things that are important to them to their class and their class will celebrate their classmate's differences/importance in a very specific way, instructed and guided by their teacher. (Compliment Starter – similar to a think starter)**

2. **Essential employees that are not directly connected to a child's classroom will be part of the sharing periodically throughout the year to discuss their differences/importance/uniqueness and will be celebrated by the students in those classrooms. (paras of other grade levels, custodians, secretaries, principal, cafeteria staff, superintendent, bus drivers, substitute teachers, School Committee, PTO parent, service providers, etc..)**

MASSTELLS

1. **In addition to our Student climate work we have added seats to our Principal's Advisory group to help work on culture, climate, Vision development, and MASSTELLS survey data that fosters continuous school improvement.**

School SMART Goal #4

All students will be instructed in science utilizing empirical design, inquiry-based instruction and experiences that extend their learning and understanding of the scientific world around them.

Goal 4 Key Action Steps

1. **Teachers will give children the opportunity to build models, designs, or experiments in teams through a trial and error process that requires problem solving and critical thinking to solve a problem, devise a solution, or create a working model/design.**

2. **Children will make observations, read research/reports, ask questions, hypothesize, test their assumptions, change experiment outcomes with variables and share scientific discoveries to learn new information or unlearn misconceptions.**

3. **Two Units of study will be piloted utilizing two different programs at each grade level to provide qualified information and inform purchases for a science curriculum review cycle.**

4. **Engineering and its design process will become a growing component of our STE curriculum and GT program. Two examples of this are Robotics instruction in the classroom in grades 4 and 5, the Invention Convention and the use of the "Engineering Design Process" in all GT "push-in" classrooms.**

Key Measurements/Results

ELA	-STAR-100% of our students will improve academic proficiency with 85% being on or above target -MCAS/PARCC - CPI target of 91.4 -Average Common Assessment Rubric score of 2.5+ overall on ORQ. As evidenced by average of 2.2 as a school on MCAS 2014. -Students being progress monitored in RTI will meet their end of the year targets.
MATHEMATICS	-(Above) and Common Assessment items related to fractions will improve over the course of the year. -CPI target of 87.5
SCHOOL CLIMATE and CULTURE	-MASSTELLS focus from Principal's Advisory will survey staff twice per year. -Parent Satisfaction Surveys -5th Grade Exit surveys
SCIENCE AND ENGINEERING	-Critical Thinking, inquiry, engineering design, experimentation, technical and expository writing. -CPI 85.7